

State Plan Cover Page

**State Name:** Oklahoma

**Eligible Agency Submitting Plan on Behalf of State:**

Oklahoma Department of Career and Technology Education

**Person at, or representing, the eligible agency responsible for answering questions on this plan:**

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**Type of State Plan Submission:**

Type: 1-Year Transition

**Special Features of State Plans Submission: (Check all that apply)**

Title I and Title II (None of Title II funds have been consolidated under Title I)

## I. Planning, Coordination, and Collaboration Prior To Plan Submission - Oklahoma

### I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN Submission

States that submit a transition plan <b><u>do not need to address</u></b> the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.
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The Oklahoma Department of Career and Technology Education is the designated Perkins eligible agency for the State. Oklahoma has elected to submit a one-year transition plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Oklahoma State Board of Career and Technology Education is the entity that officially approved the one-year transition plan. The State Board agenda and minutes approving the State Transition Plan can be found in Appendix A.

## **II. Program Administration - Oklahoma**

Section II. Program Administration can be found in Appendix I.

### III. PROVISIONS FOR SERVICES FOR SPECIAL POPULATIONS

*States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: AI(a-c).*

#### A. Statutory Requirements

**1. You must describe your program strategies for special populations listed in section 3(29) of the Act including a description of how individuals who are members of the special populations <sup>3/4</sup>**

**(a) Will be provided with equal access to activities assisted under the Act**

**(b) Will not be discriminated against on the basis of their status as members of special populations**

**(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec 122c(9)(A)-(C)]**

(a) Enrollment in all CTE programs offered by the Oklahoma Department of Career and Technology Education is reported by gender, ethnicity, and disability. Because higher education institutions do not collect special populations information with enrollment, a separate AAS student survey is distributed to higher education CTE students so their access and outcome data may be analyzed. data are then analyzed against the data from the general population in the school to determine if a representative population is being served in each CTE program being offered.

These

The state provides technical assistance to assist eligible recipients with providing programs, activities, and services for individuals with disabilities in the least restrictive environment. Placement and services will be documented through development of an Individualized Education Program (IEP), Section 504 Accommodation Plan, or appropriate agency plan based on coordination of appropriate representatives of career and technology education, special education, vocational rehabilitation services, or other service providers for individuals with disabilities. Additionally, identification and documentation for supplemental aids and services for special populations will be provided.

Assessment documentation will be utilized to assist students in identifying program choices based on interests, goals, and purposes for attending the institution or participating in specific programs.

### III. Provision of Services For Special Populations - Oklahoma

Eligible recipients will also be required to describe in the local application how equal access will be provided to all special populations and assure through monitoring visits that equal access is being provided to the special populations in all programs and services.

(b) The State will provide professional development and technical assistance and conduct data gathering activities to assist eligible recipients with informing students of what constitutes sexual harassment, of laws that protect them from harassment, and of employment laws that protect them from discrimination based on race, color, national origin, gender, age, or disability.

Additional activities will include complying with Federal Executive Order 11246 and amendments in referring students for on-the-job training or for permanent employment and related activities; assisting each English as a Second Language/Limited English Proficiency (ESL/LEP) student to develop workplace fluency in English language communication, including speaking, writing, and reading, in order to fully access training and employment opportunities; and assisting students with making program choices contingent upon assessment documentation, not special population status. Students will be assisted in identifying their purposes, interests, or goals in attending the institution. Appropriate procedures and instruments will be utilized for special populations.

(c) Members of special populations will be provided with programs that enable them to meet or exceed state adjusted levels of performance and that will prepare them for further learning for high-skill, high-wage, or high-demand careers. The student accounting system will provide in quantifiable terms the progress of special populations participating in career and technology education.

The State will provide technical assistance, professional development, and data gathering and analysis to assist local recipients to communicate specific needs and modified instructional strategies to instructors and other appropriate personnel in order to support a successful learning experience for members of special populations; deliver instruction in employability skills, computer and technology familiarity, resume writing, interview skills, knowledge of job application procedures, interpersonal communications, job search skills, skills for disclosing special needs, and requesting modifications if necessary. In addition, technical assistance will be provided for the integration of academic instruction in math, reading, and communication skills with students' CareerTech skills training to enhance the likelihood of further education and employment in higher skill, higher wage positions. Instructors of career and technology education programs will receive assistance with developing strategies for such integration.

Eligible recipients will be provided with assistance regarding the

### **III. Provision of Services For Special Populations - Oklahoma**

alignment of curriculum and program offerings with national occupational credentials when available and assist students in acquiring occupational licensure, attaining the GED, accessing community programs, obtaining other recognized credentials, and preparing for certification exams. Members of special populations, especially individuals who are nontraditional by gender or who have disabilities, will have enhanced employment opportunity by virtue of industry-recognized credentials for high-wage, high-skill occupations.

Eligible recipients will participate in documenting placement and services for individuals with disabilities through the development of an Individualized Education Program (IEP), Section 504 Accommodation Plan, or appropriate agency plan based on coordination with appropriate representatives of career and technology education, special education, vocational rehabilitation services, or other service providers for individuals with disabilities.

## IV. ACCOUNTABILITY AND EVALUATION

*States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below :\_\_*

	<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
<b>Secondary Level – 8 Indicators</b>			
1S1	<b>Academic Attainment – Reading/Language Arts</b>	<b>X</b>	<b>X</b>
1S2	<b>Academic Attainment – Mathematics</b>	<b>X</b>	<b>X</b>
2S1	Technical Skill Attainment	Not required	<b>X</b>
3S1	Secondary School Completion	Not required	<b>X</b>
4S1	<b>Student Graduation Rates</b>	<b>X</b>	<b>X</b>

#### IV. Accountability and Evaluation - Oklahoma

5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
<b>Postsecondary/Adult Level – 6 Indicators</b>			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Degree	Not required	X
3P1	Student Retention and Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation and Completion	Not required	X
5P2	Nontraditional Completion	Not required	X

#### A. Statutory Requirements

1. For secondary level performance indicators, 1S1 Academic Attainment—Reading/Language Arts and 1S2 Academic Attainment—Mathematics, the Oklahoma Department of CareerTech will adopt the annual measurable objectives from the Oklahoma ESEA Accountability Workbook. All Oklahoma comprehensive schools are required to meet these performance measures. Since Oklahoma students are all required to meet the same rigorous academic content for high school graduation and



college admission as required in state law through SB982 and HB1792, Oklahoma CTE students are also required to meet these same requirements.

The Oklahoma Department of Career and Technology Education will obtain the data from the State Department of Education since it is the primary data collection entity for NCLB and directly collects the data from comprehensive schools for NCLB compliance and reporting. This entity attests to the validity and reliability of the data. For this baseline year, CTE students are not sorted from the general student population because a single student identifier was not in place for FY 07. Therefore, the ODCTE could not match individual student data on CTE enrollments. The State is reporting the general high school population baseline data on the annual measurable objective for mathematics and language arts and will be working during this transition year to develop a process for collecting data on CTE students to meet the requirements of the Act. The system for identifying individual CTE students will not be ready to match to data from other state agencies until FY 09.

The ODCTE will obtain postsecondary higher education CTE data from the Oklahoma State Regents for Higher Education Unitized Data System. Measurement definitions will be in compliance with the OVAE Program Memorandum on Student Definitions and Measurement Approaches for the Core Indicators of Performance.

2. The ODCTE will conduct regional meetings inviting key stakeholders from comprehensive schools, technology centers, and collegiate institutions to obtain input on establishing a State adjusted level of performance for each of the core indicators of performance beginning August 2007. Since these performance indicators of 2S1, 3S1, 5S1, 6S1, 6S2, and all postsecondary/adult level indicators are not required to negotiate performance levels for the transition plan, this work will not begin until later in the year to prepare for the five-year plan.

3. The ODCTE will adopt the State NCLB approved valid

and reliable measurement definitions and approaches for 1S1 and 1S2 for Academic Attainment. The NCLB approved end-of-course tests for Algebra I and English II will be adopted for 1S1 and 1S2.

The definition of valid and reliable for measures of technical skill attainment will require a third party technical skill assessment that is aligned with state or national industry-recognized standards (when available) and are approved as technical skill assessments by the Oklahoma Department of Career and Technology Education. In the case of collegiate programs, the Oklahoma State Regents for Higher Education may approve these assessments. No teacher-made or locally developed assessments will be recognized for measures of technical skill attainment.

The Oklahoma Department of Career and Technology Education has utilized a competency-based assessment system for many years and developed competency assessments based upon duties, tasks, and occupational skills recommended by industry. These assessments are available to high school and technology centers on-line and free of charge. The competency tests are scored by the ODCTE and a competency certificate is issued to the test taker upon successful passage of the test. However, the competency certificates are not broadly recognized by industry. See Appendix D for current occupational competency tests and Appendix E for the Testing Handbook.

The State of Oklahoma passed new legislation in 2005 approving certain technical skill assessments for use as an alternative to the required high school graduation testing requirements. These tests must, by state law, be standardized, independently graded, administered on a multi-state or international basis, endorsed by industry, and result in an industry recognized-endorsed certificate, credential, or license. The list approved by the Oklahoma Department of Career and Technology Education and corresponding to state law requirements is located in Appendix F.

The goal in moving the ODCTE testing system forward is to align the current competency testing system with the national Career Cluster and pathway knowledge and skills and industry standards. In addition, the goal is to also earn state or national industry endorsement resulting in an industry endorsed, recognized credential for tests in each career major within each Career Cluster pathway. In moving from programs to courses and career majors, the state competency tests will be realigned with the new system. The ODCTE projects a three- to five-year process to make this transition. With the current competency tests, we cover 14 of the 16 clusters and 128 occupations.

The Oklahoma Department of Career and Technology Education administered 55,116 occupational competency assessments in 2005-06 for adult and secondary CTE students with an overall pass rate of 58.62 percent. While the current data collection system is unable to disaggregate data by secondary and postsecondary, this capability will be available for the FY 09 reporting year. The ODCTE is cautiously projecting an increase in the number of assessments by 5 percent during FY 08.

4. The ODCTE will continue to collaborate with the Oklahoma Department of Commerce and Adult Basic Education (ABE) to utilize common measures to align the indicators to the greatest possible extent and to use similar data to meet the Act's requirements. A state common measures workforce development report card has been developed and will continue to report progress on the common measures to the Governor's Council for Workforce and Economic Development.

5. The ODCTE is requesting that OVAE pre-populate 1S1, 1S2, and 4S1 on the FAUPL. The Final Agreed Upon Performance Levels Form can be found in Part C: Accountability Forms.

6. The ODCTE will set the state performance level as the required measure consistent with NCLB. During the first two years, the State will not allow a local recipient to reject

the State adjusted levels of performance under section 113(b)(3) of the Act.

7. The objective criteria that will be used will be generated from the required data components established for the performance measures. Any eligible recipient wishing to request a revision must submit that request in writing to enter into a negotiation. The eligible recipient must present valid and reliable data from data sources approved by the state and submit the valid reasons for requesting a revision. The request will be submitted to the State Perkins Coordinator and Associate State Director for Career and Support Services for review. A panel of ODCTE staff responsible for data collection and analysis and for administration of the Perkins Act will determine approval. Requests for revisions will be allowed one time each year prior to the approval of the applications for funding for the next fiscal year. The requests must be submitted no later than March 15 each program year.

8. The data for 1S1, 1S2 and 4S1 will be gathered directly from the Oklahoma State Department of Education (SDE), the entity charged with data collection for NCLB. The SDE will attest to the validity and reliability of the data collected from comprehensive schools. The Oklahoma Department of Career and Technology Education will collect data from all CTE programs and utilize staff from the Information Management Division to certify that data received is valid through established protocols and data monitoring processes. In addition, the ODCTE conducts random data audits of technology centers on a five-year cycle. Enrollment and follow-up data are reviewed against drop and add forms to determine if the data being submitted is valid and accurate. The State Regents for Higher Education will serve as the entity to review and attest to the validity of data being reported for postsecondary eligible recipients. These data are submitted to the State Regents' Unitized Data System by the State higher education institutions in accordance with established protocols and data monitoring processes.

9. As with eligible recipients that meet the minimum

grant requirements of the Act, members of consortia will be required to use the data described in parts 1 through 8 of this section to determine the aggregate data to generate performance levels.

10. The ODCTE Federal Legislation Assistance Division coordinates the monitoring of secondary and postsecondary eligible recipients. A self-evaluation instrument serves as the local performance report and is submitted annually by each fiscal agent. The ODCTE Regional Administrators carry out onsite monitoring for comprehensive school eligible recipients and coordinate with State Program Administrators for each cluster area. State Program Administrators also monitor the quality of comprehensive school CTE programs with site visits and reporting protocols.

In addition, Field Service Coordinators serve in the same capacity for technology centers. Each technology center is required to meet with state staff each year to review expenditures, program data, and plans for new or changing programs. Every five years the technology centers receive an accreditation visit to review the quality of each CTE career major and pathway offered, as do higher education institutions offering technical AAS degrees. These processes are fully described in Part A, Section 2(e).

The ODCTE will define the process for reviewing how eligible recipients are coordinating with other federal programs and provide this process to recipients to assure non-duplication during this transition year.

## **B. Other Department Requirements**

### **1. Accountability Data**

#### **(a) Student Definitions**

Secondary Level:

CTE Participant: A secondary student who has earned

one (1) or more credits in any career and technical education (CTE) program (cluster) area.

**CTE Concentrator:** A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two (2) credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

A secondary credit is the secondary instructional time required to earn a standard Carnegie unit for high school credit in Oklahoma.

#### Postsecondary/Adult Level:

**CTE Participant:** A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

**CTE Concentrator:** A postsecondary/adult student who (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

A postsecondary/adult credit is the instructional time equal to requirements to earn a college credit in Oklahoma.

(b) The Final Agreed Upon Performance Level Form for using baseline data can be found in Part C: Accountability Forms.

(c) The Final Agreed Upon Performance Level Form for using baseline data can be found in Part C: Accountability Forms.

2. The ODCTE goal for FY 09 is to increase the number of students taking approved technical skill assessments by 10 percent, and to provide approved technical skill assessments for all career majors by FY 10.

The Oklahoma State Regents for Higher Education will use this transition year to investigate which collegiate program areas have existing valid and reliable technical skill assessments in place. Possibilities include nursing and allied health fields for which national or state licensure exams exist and other fields where industry certifications are recognized [attestations] of competence in a specific area. The State Regents will work with the colleges to encourage students to apply for the state's Career Readiness Certificate (CRC), which is based upon ACT's WorkKeys Assessment and administered by the Oklahoma Department of Commerce.

## V. TECH PREP PROGRAMS

**Important Note:** *States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.*

Oklahoma elects to separately administer funds under section 111 and 201.

*States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1) and B(1).*

### A. Statutory Requirements

1. Tech Prep consortia will be funded through a Tech Prep Grant and Transition Plan Application available through the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The initial funding cycle is one year. Based on the availability of funds, the amount that may be awarded to each consortium is determined by a formula established by the Oklahoma Department of Career and Technology Education.

Each primary Alliance partnership qualifies for an Oklahoma Tech Prep Consortium status with base funding of \$45,000. Consortia will qualify for additional funds based on the number of technology center districts involved and the size of those technology center districts, relative to the total district FTE career technical programs. Four additional funding tiers will be used:

district	Additional \$5,000 = 30 – 60 FTE programs per technology center
district	Additional \$10,000 = 61–100 FTE programs per technology center
center district	Additional \$15,000 = 101 – 200 FTE programs per technology
district	Additional \$20,000 = 201 + FTE programs per technology center

Consortia cannot be formed with a budget of less than \$50,000. Local funding may be added or multiple partnerships may pool funds to create one consortium.

Grants will be awarded on an annual basis for the period of July 1 through June 30. During the life of the Act, Oklahoma Tech Prep consortia will negotiate performance levels for specific performance criteria with the ODCTE, beginning in FY 08. Failure to meet the negotiated performance levels will result in sanctions, with termination of Tech Prep funding possible after a 60-day notice. Funds will be continued for subsequent years when all programmatic and fiscal requirements are met by the eligible recipient and will be based on progress made toward



## V. Tech Prep Programs - Oklahoma

successful implementation and meeting the performance criteria. Other funding sources such as Carl Perkins Title 1-C and professional development funds may be used to implement Tech Prep strategies.

### B. Other Department Requirements

1. The Tech Prep Application can be found in Appendix G.

## VI. FINANCIAL REQUIREMENTS

*All states must complete this entire section.*

### A. Statutory Requirements

1. Funds received through the allotment made under Section 111 will be allocated to secondary school career and technology education and postsecondary and adult career and technology education according to the formulas as prescribed in Section 131(a) and 132(a).

2. Funds received through the allotment made under Section 111(a)(1) will be allocated based on the requirements of Section 131 (secondary) and 132 (postsecondary) of the Act.

3. The rationale for the distribution of funds will remain the same during this Act, with 84 percent of such sums made available through Section 131(a) and 16 percent of such sums made available through Section 132(a)(2). The State will not consolidate funds made available for Tech Prep under Section 202 of the Act.

4. Funds will be distributed to secondary schools based on the formulas described in Section 131(b) and 132(b). Once final allocations are made to the secondary schools, any school receiving an allocation that is not sufficient to conduct a program which meets the requirements of the Act or that fails to meet the \$15,000 minimum allocation will be encouraged to form a consortium that meets the requirements of the law under Section 131(f). Each consortium will be required in the local application to name a fiscal agent for that consortium. Consortium allocations will then be distributed to the fiscal agent for the purposes of carrying out the activities of the approved local plan. A consortium will not be allowed to reallocate funds to individual members of the consortium for purposes or

programs benefiting only one member of the consortium.

5. Once final allocations are made to the postsecondary schools, any postsecondary school receiving an allocation that fails to meet the \$50,000 minimum grant amount will be encouraged to form a consortium that meets the requirements of the law under Section 132(a)(3). Consortium allocations will then be distributed to the fiscal agent for the purpose of carrying out the activities of the approved local plan. A consortium will not be allowed to reallocate funds to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

6. Data used to make allocations will be reviewed annually to determine what adjustments, if any, are needed to reflect changes in school district boundaries. The State will verify any changes with the Oklahoma State Department of Education prior to the allocation of funds through the funding distribution formulas.

7. Oklahoma Department of Career and Technology Education does not elect to use an alternative formula.

## **B. Other Department Requirements**

1. A copy of the detailed budget, based on FY 08 funding levels, is included in Part B: BUDGET FORMS.
2. The State will submit an annual report of subrecipient allocations through the Consolidated Annual Report and will disaggregate performance data for secondary and postsecondary/adult students.
3. The distribution of funds for secondary and postsecondary eligible recipients is found in the following tables.

<b>Secondary School Funding 84 percent</b>	
	<p>1. <b>Thirty percent</b> — allocation in proportion to the number of individuals aged 15 through 19, inclusive, who reside</p> <p style="text-align: center;">(a) <u>In the school district served by such LEA of the preceding fiscal year</u></p> <p style="text-align: center;">In the state, total number of such individuals for such preceding year</p> <p style="text-align: center;"><b>= LEA Residential Factor</b></p> <p style="text-align: center;">(b) 30% x State Secondary Allocation =</p> <p style="text-align: center;"><b>Total Residential Allocation</b></p> <p style="text-align: center;">(c) <b>Total Residential Allocation x LEA Residential Factor</b></p> <p style="text-align: center;"><b>= LEA Residential Allocation</b></p> <p>2. <b>Seventy percent</b> — allocation in proportion to the number of individuals aged 15 through 19, inclusive, from families with incomes below the poverty line ( <i>as determined by the most recent satisfactory data used under Section 1124(c)(1)(A) of the ESEA</i> )</p>

<p>who reside</p> <p>(a) <u>In the school district served by such LEA of the preceding fiscal year</u></p> <p>In the State, total number of such individuals for such preceding year</p> <p><b>= LEA Poverty Factor</b></p> <p>(b) 70% x State Secondary Allocation</p> <p><b>= Total Poverty Allocation</b></p> <p>(c) <b>Total Poverty Allocation X LEA Poverty Factor = LEA Poverty Allocation</b></p>
<p><b>The total of 1 (c) and 2(c)</b></p> <p><b>Allocation = LEA</b></p>

The distribution of funds to secondary area career and technical education subrecipients is found in the following table.

<p><b>Secondary School and Technology Center Distribution Formula *</b></p>	<p><b>Secondary</b></p>
<p>The distribution of funds for the secondary school and technology centers is determined using a full-time equivalency count (FTE), which is calculated as 525 clock hours.</p> <p>(Three hours a day x 175 class days = 525 clock hours)</p>	

<p>1. For the technology centers (TC), the number of clock hours is collected on an individual student basis. The total of the clock hours for each technology center student is totaled and divided by 525 clock hours <b>to generate the actual FTE count for each technology center.</b></p>
<p>2. For the secondary school or local educational agency (LEA), the course length is submitted on an individual student basis. The following conversions are made to change course length to clock hours <b>to generate the number of clock hours for FTE:</b></p> <p style="padding-left: 40px;">One hour a day for two semesters = 175 clock hours  One hour a day for one semester = 88 clock hours  One hour a day for less than one semester = 44 clock hours</p>
<p>3. The FTE count for the CTE students at the secondary school (LEA) added to the FTE count for the LEA CTE students at the TC is the <b>LEA/TC distribution count</b> .</p>
<p>4. The FTE count enrolled in the sending LEA divided by LEA/TC distribution count <b>determines the percentage of FTE served by the LEA</b> .</p>
<p>5. The FTE count enrolled in the TC from the sending LEA divided by the LEA/TC distribution count <b>determines the percentage of FTE served by the TC from the sending LEA.</b></p>

## VI. Financial Requirements - Oklahoma

6. The LEA Perkins formula allocation multiplied by the percentage of FTE served by the LEA (results of #4) <b>equals the allocation to the LEA.</b>
7. The LEA Perkins formula allocation multiplied by the percentage of the FTE served by the TC from the sending LEA (result of # 5) <b>equals the TC funds from the LEA allocation.</b>
8. Repeat steps #1-7 for each sending school and total #7 for the TC allocation.

\*All student counts in the funding formula are based on secondary enrollments.

The distribution of funds to postsecondary career and technical education subrecipients is found in the following table.

<b>Postsecondary Distribution of Funds</b>	<b>16 percent</b>
The State uses the Pell and Bureau of Indian Affairs count to determine the funding level for postsecondary institutions.	
1. The number of students in each postsecondary institution enrolled in technical certificate or AAS degree programs and are receiving Pell or BIA grants divided by the total number of students in Oklahoma postsecondary institutions enrolled in technical certificate or AAS degree programs and are receiving Pell or BIA	

<p><b>grants equals the percentage of students at each postsecondary institution who are enrolled in technical certificate or AAS degree programs and are receiving Pell or BIA grants.</b></p>
<p>2. The percentage for each institution in #1 multiplied by the State postsecondary allocation <b>equals the allocation for each postsecondary institution.</b></p>

4. Reserve funds will be allocated to eligible recipients on a competitive basis and will include the following projects: Career Academies, Gateway to Technology, Guidance and Advisement for CTE Students, *High Schools That Work* (new sites), Mentoring for Underrepresented Students, Priority Career Majors, Summer Bridge Program, and Tech Now.

5. Each competitive grant will be awarded based on criteria that will be identified for each type project.

6. Eligible recipients requesting a waiver of the minimum grant amount must meet the requirements of Section 131(c)(2) (secondary) and/or 132 (a)(4) postsecondary. The ODCTE will define secondary waiver eligibility by using NCES and SDE data elements to identify districts that are rural and sparsely populated. An additional requirement to identify being unable to enter into a consortium requires that the LEA be located more than 35 miles from another LEA or technology center.

The State has few requests for waivers from eligible recipients or local educational agencies. The ability to meet the criteria of being rural and sparsely populated and unable to enter into a consortium for the purposes of providing services is evaluated on an individual basis by ODCTE Perkins implementation staff.



## **VI. Financial Requirements - Oklahoma**

## Part B: Budget Forms - Oklahoma

### Title I: Career and Technical Education Assistance to States (Complete)

A. Total Title I Allocation to the State	\$1,571,037.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Total Amount of Combined Title I & Title II Funds to be distributed under section 112 (Line A + Line B)	\$15,709,771.00	
D. Local Formula Distribution (not less than 85%)	\$13,353,305.00	85.00%
1. Reserve (not more than 10% of Line D)	\$1,335,331.00	10.00%
a. Secondary Programs	\$1,335,331.00	100.00%
b. Postsecondary Programs	\$0.00	0.00%
2. Available for Formula allocations (Line D minus Line D.1)	\$12,017,974.00	90.00%
a. Secondary Programs	\$10,095,098.00	84.00%
b. Postsecondary Programs	\$1,922,876.00	16.00%
E. State Leadership (not more than 10%)	\$1,570,977.00	10.00%
1. Nontraditional Training and Employment	\$70,000.00	
2. Corrections of Institutions	\$157,098.00	
F. State Administration (not more than 5%)	\$785,489.00	5.00%
G. State Match (from non-federal funds)	\$785,489.00	

### Title II: Tech Prep Programs (Incomplete)

A. Total Title II Allocation to the State	\$1,571,037.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$1,571,037.00	
D. Tech Prep Funds Earmarked for Consortia	\$0.00	
1. Percent for Consortia	0.00%	
2. Number of Consortia	0	
3. Method of Distribution		
E. Tech Prep Administration	\$0.00	0.00%

## **Student Definitions**

### **A. Secondary Levels**

#### Participants

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program (cluster) area.

#### Concentrators

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two (2) credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

### **B. Postsecondary/Adult Level**

#### Participants

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

#### Concentrators

CTE Concentrator: A postsecondary/adult student who (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units or equivalent clock hours, which terminate in an industry-recognized credential, a certificate, or a degree.